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ABSTRACT

This is the third in a series of reports on first-year college and university students in British Columbia. This study is concerned with understanding some of the factors that may have a direct bearing on the impact that the college has on the student. Eleven thousand students responded to an opinion questionnaire indicating their views in the areas of educational expectations, life plans, objectives at college, perception of the college, college educational methodology, college involvement, and general public issues. Some conclusions were: (1) students within and between the various colleges had a wide divergence of views, goals, and aspirations; (2) students at vocational institutions seemed to be more definite in their goals, their choice of college, and reason for attending; (3) the acquisition of knowledge and skills applicable to an occupational goal was most often reported as the most important reason for attending college; (4) in choosing a college, a majority of students look for good teaching, faculty competent in their subject area, and independent study opportunities; and (5) certain fundamental differences were indicated between responses from students at private colleges and those from public colleges. (RN)

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THE IMPACT OF COMMUNITY COLLEGES

- Report #3 -

O P I N I O N Q U E S T I O N N A I R E

STUDENTS ENTERING POST-SECONDARY EDUCATION
IN BRITISH COLUMBIA - FALL 1971

TABULATION OF RESPONSES

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VIII. SAMPLE QUESTIONNAIRE

I. PREFACE

This report is part of a research program of community colleges in British Columbia. The objective of the research is to assess the impact of colleges from the point of view of the student, the community and the educational system, and to develop practical means of producing such information on an on-going basis for educational planning purposes.

The study is financed by a grant from the Donner Canadian Foundation, and is under the direction of Dr. John D. Dennison of the University of British Columbia and Mr. Alex Tunner of B.C. Research. It involves the active participation and support of instructors and administrators at all of the Province's post-secondary educational institutions.

A major survey of first-year college and university students in British Columbia was carried out in the fall of 1971. Over 11,000 responses were obtained.

College students were asked to complete three separate questionnaires:

1. A Socio-Economic Survey requiring about 5 minutes to complete;
2. An Opinion Questionnaire requiring about 15 minutes;
3. An Achievement Test based on English vocabulary and mathematical skills which requires 40 minutes.

University students were asked to complete only the Socio-Economic Survey.

The Socio-Economic Survey will be used to compare the backgrounds of students attending the various institutions and to determine to what extent they are representative of the population of the Province. The Opinion Questionnaire aims to examine the student's

perception and expectation of his college. The Achievement Test is aimed at getting better estimates of the academic background of students entering college and how these differ from university students who were surveyed using the same test in the past.

II. INTRODUCTION

This report is the first in a series directed towards identifying the opinions of students entering community colleges in British Columbia in the fall of 1971 concerning college-related factors. The information contained herein should be useful to persons responsible for college organization, to instructors involved in the day by day education and training of students, to students concerned with information regarding the opinions of other students, and to those members of society in general who wish a greater understanding of the educational process.

The report will present a detailed breakdown of the responses of students to the items in the Opinion Questionnaire, a copy of which will be found at the end of this report. Responses to the items will be given in percentages of students reacting to each category within a question.

No statistical analyses are made in this report. These will form the bases for further studies in this series. General observations of the information obtained will, however, be presented along with some comments on those trends and indications which appear to be of particular interest.

This report will be circulated among those concerned with such information to elicit from them specific questions requiring a more detailed examination of the findings.

This study is not concerned with comparing the individual colleges or the students attending them, but rather with understanding some of the characteristics which may have a direct bearing on the impact that the college has on the student.

Among the various ways in which these data can be used is to examine the diversity of student responses to factors which may influence what students do and what they think about their educational and

career opportunities. In addition, the data tabulated here and subsequent statistical analyses will lead to better understanding of the reaction of students to certain educational factors. This will help to assess the validity of various assumptions college educators have concerning educational practices, and to evaluate students' feelings about them.

III. THE OPINION QUESTIONNAIRE

A survey of the available literature on college students shows, in part, that the "state of readiness", motivation and attitude, are crucial to the successful development of a college student. As Sanford* expressed it: "The personality does not just unfold or mature according to a plan of nature. Whatever the stage of readiness in the personality, further development will not occur until stimuli arrive to upset the existing equilibrium and require fresh adaptation." The author further pointed out that the student must be receptive to new stimuli of all kinds and, most importantly, be prepared to deal with them in an adaptive way.

These "stimuli" may well be assessed if the various expectations, plans, objectives, knowledge, and priorities of students can be determined. With this in mind, the Opinion Questionnaire was designed to obtain student views on seven major areas:

1. educational expectations,
2. life plans,
3. objectives at college,
4. knowledge of the college,
5. college educational methodology,
6. college involvement,
7. general public issues.

The final version of the questionnaire was arrived at after close consultation with a number of qualified judges, including educators and administrators, at various post-secondary institutions in British Columbia.

After considerable debate, it was decided that respondents should be asked to identify themselves. Only through this identification could the specific follow-up aspect of the study be carried out. Although there is always a certain danger that students may not respond honestly to a questionnaire when they know it can be identified, it was felt that the value in being able to relate various opinions to such criteria as

* Sanford, N. (Ed.), The American College. New York: Wiley, 1962, p 258.

pre-college achievement, college achievement, and post-college achievement (both educational and occupational) would more than compensate for any disadvantages and permit more meaningful analyses of college "impact" on the individual.

In the following comments concerning the data tabulations, questions are suggested that may assist the reader in using them. Such questions and the commentary about them suggest some of the insights that may be derived from the data.

1. Educational Expectation

The educational expectations, or goals, that students set for themselves have a strong influence on their academic life but are rarely made clear. What is the highest level of education expected by the student (question 1)? The seriousness of his expectations may, in part, be assessed by determining how essential it is that he receive good grades (question 25), or that he complete college (question 26).

The expectation of his parents strongly influences many facets of a student's life. One of these is his family's eagerness concerning his attendance at college (question 27).

2. Life Plans

What form should available educational opportunities take if the student is at least partially to fullfil his expectations? In a broad sense, this can be looked at from the student's life plans. What does the college student plan for his immediate future after college (question 2)? In what activity would he expect to find greatest satisfaction (question 5)? Is there any relationship, direct or implied, between his planned activity after college and the activity in which he would expect to find his greatest satisfaction? How important are various interests, activities, and pursuits to the college student (question 28)?

3. Objectives at College

With the increasing importance of accountability in education, the design of college curricula and of general educational philosophy may well depend upon a greater knowledge and understanding of the student's objectives and of how he sees the role of the college in helping him to achieve these. What are his objectives while attending college (question 3)? What does the student consider as important to him in his college life (questions 4, 6)? In the view of the student, does the college provide the program of study which he desires (question 7)? Does the student expect to find good teaching, student and faculty involvement, and liberal attitudes on campus (question 8)? What characteristics does the student look for in a college instructor (question 10)? In choosing a college, what does the student view as of importance, and what are his priorities in a possible conflict between certain extra curricular activities and the achievement of grades (questions 11, 14)?

4. Knowledge of the College

How successful are the colleges in imparting information about themselves to the student (question 9)? This is important not only for those directly concerned with policy decisions, but also for those concerned with policy implementation. Although the responses of students to such questions do not necessarily reflect upon college-community relations, they are indicators of student attitudes and perceptions concerning the college.

What sources of information do students use to explore ideas about college attendance? Whom did they consult, which sources were most helpful, and what factors were of importance in the final decision to attend a specific college (questions 22, 23, and 24)?

5. College Educational Methodology

Although little information was sought from the student about his views regarding how college instruction should be carried out, some general opinions were sought. What type of classroom assignments are preferred (question 12)? What is the student's opinion about essay writing (question 13)? Should students be allowed to participate in the organization of course content, and be given a say in choosing their areas of interest within a given subject field (questions 12, 20)?

6. College Involvement

How involved should the student become in college affairs? Should the "open door" college concept be extended to include the economic factor? In other words, should the "possible" deterent of tuition fees be removed (question 15)? How does the student feel about student society involvement? The majority of "open door" colleges require that the student pay a compulsory student society fee. Should this be the case (question 16)? In what general areas should the student society be involved (question 17)? What services, other than educational ones should be provided on the college campus (question 18)?

7. General Public Issues

The mass media would lead one to believe that there is a strong feeling among Canadian students against foreign teachers in post-secondary education. Should nationality play a part in the employment of college staff (question 21)?

Many factors must be considered in deciding exactly where a particular college campus should be located? To help in finding an answer, a series of questions were asked to determine the student's permanent place of residence, its distance from the college and his preferred place of residence (questions 30 - 33).

IV. THE INSTITUTIONS SURVEYED

Camosun College - Victoria

Opened as a community college in September 1971. Previously existed as the Institute for Adult Studies and operated primarily for adult students wishing to return to formal education.

Capilano College - West Vancouver

A community college of the North Shore College District which was opened in September 1968. Has gradually moved from a late-afternoon - evening to a full-time school.

Cariboo College - Kamloops

Originally designed as Mainline-Cariboo Regional College, it opened in September 1970. Recently amalgamated with Kamloops Provincial Vocational School and moved into a new building in 1971.

Douglas College - New Westminster

Covering a large geographic and heavily populated area, Douglas College opened in September 1970. It has three campuses in New Westminster, Richmond and Surrey.

Malaspina College - Nanaimo

A comprehensive community college, it opened in September 1968. The college was recently amalgamated with Nanaimo Vocational School. The main campus is located in temporary quarters and operates on a day and evening basis.

College of New Caledonia - Prince George

Opened in September 1969 using the facilities of Prince George Secondary School. New Caledonia recently amalgamated with Prince George Vocational School.

Okanagan College - Kelowna

Opened in September 1969 and presently operates out of three main campuses - Kelowna, Vernon and Salmon Arm. The college was recently amalgamated with Kelowna Vocational School.

Selkirk College - Castlegar

The first college to occupy permanent quarters, opened in September 1966. It serves a large district in the West Kootenay area of British Columbia.

Vancouver City College - Vancouver

The first and largest college in the province, City College opened in September 1965. It had previously existed as an adult continuation centre. Vancouver City College (V.C.C.) has four main branches - V.C.C. (Langara Campus), Vancouver Vocational Insitute (V.V.I.), Vancouver School of Art (V.S.A.), and the special programs division (V.C.C. S.P.) which operates on the old college campus. The special programs division consists, to a large extent, of adult students completing the requirements for high school graduation.

British Columbia Institute of Technology (B.C.I.T.)

Opened in 1964, B.C.I.T. offers a number of technology programs leading to the employment field. B.C.I.T. is a provincial institution and is different, in several respects, from the colleges.

Trinity Junior College (Trinity Western) - Langley

Under the control of the Evangelical Free Church, Trinity is a private junior college offering a largely academic curriculum. Trinity has facilities for resident students and an excellent recreational program. The college was opened in September 1962.

Columbia College - Vancouver

Columbia College is a privately operated two year college presently situated in downtown Vancouver. The curriculum is academic and offers the opportunity for students to qualify for admission to the universities.

V. OBSERVATIONS ON THE DATA

General Comments

Before making specific comments about the data contained in the tables, it must be pointed out that the observations made are first impressions gained from looking at the summarized results of the Opinion Questionnaire. These must not be regarded as final conclusions. Further reports will present the results of statistical analyses of the data and will elaborate on significant differences between responses to items and the various college campuses. The observations presented on the following pages, will, however form the basis for further analysis.

One point is abundantly clear from this initial study of student opinions; students from the various campuses have markedly different ideas, opinions, aspirations, and problems. From a student opinion point of view, this initial analysis indicates a wide difference in student views that cannot be explained entirely by size of institution, geographical location, academic-technical orientation, or the institution's public-private aspect. Students at each institution have certain similarities of "thinking", as well as a certain "uniqueness". Whether the student opinions expressed are affected by the institution attended, or whether the institution is a reflection of student opinions, remains to be seen.

In either case, comments on the individual questions follow, numbered as in the Questionnaire.

#1. Highest Level of Education Expected

A relatively small percentage of those who entered the colleges reported completion of college as a final goal in itself except at B.C. Institute of Technology and Vancouver Vocational Institute, where almost half reported a vocational skills diploma as their primary goal. In general, one quarter to one third of students had "no

idea" as to their ultimate educational ambition. A notable exception was the Vancouver School of Art where this figure was 61%.

Table 1A summarizes the percentages of students according to their goal of a maximum of two years' post-secondary education, or of a degree requiring four years, or more. It will be noted that the intention to complete at least one university degree was indicated by a majority of Douglas, Okanagan, Langara, and Trinity students. Less than 4% of B.C.I.T. and V.V.I. students planned on a post-graduate university degree, but at other institutions this figure was generally in the range 10 - 20%.

#2. Present Plans for After Leaving College

To what extent are the plans of students enrolled in "university-parallel" programs different from those engaged in vocational-technical programs? This question is partially answered by Table 2. Although there was considerable variation between institutions, the highest percentage of students planning on a full time job after leaving college was from the career orientated colleges: V.V.I. (63%), B.C.I.T. (57%), New Caledonia (38%), Malaspina (32%), Cariboo (22%), and Camosum (21%). A point of interest was the fact that a substantial number of students from certain colleges reported that they had "no definite plans right now". This phenomenon was most noticeable amongst the V.S.A. respondents where 38% indicated "no definite plans right now". Approximately 10% - 20% of the other college students indicated a lack of definite plans.

While there was considerable variation, 30% - 45% of the students from the predominantly "academic" colleges indicated the four year institution as an immediate objective. In all colleges, a smaller percentage reported university attendance as a possibility immediately after college than had indicated university as their highest expected level of education. This difference may be explained

by the hypothesis that although a student intends eventually to obtain his degree, he may, by desire or necessity, prefer some other activity for a time after leaving college. If this assumption is valid, it could be concluded that Columbia and Selkirk students plan to continue their education with as little interruption as possible.

#3. Objectives of Attending College

Without exception, the acquisition of certain knowledge and techniques applicable to a vocation or special interest field was most often reported as the "most important" objective in attending college. The development of a broad general outlook and the acquisition of knowledge and attitudes basic to family life were recorded as "least important". It appears that occupationally related objectives are looked upon as more relevant and important than critical thinking and satisfactory emotional adjustment. Any conclusive observations on this point must, however, await statistical analysis.

#4. Important in the College Attended

A "good program in major area of study" was listed as most important in a college. Proper curricular development would seem to be placed high on the list of desirable qualities of a college. While at least 45% of the students from most colleges listed this aspect as "most important", V.S.A. students (56%) placed the "reputation for new ideas and new techniques" as of most importance. In this and certain other opinions to follow, V.S.A. is to develop somewhat of an atypical characteristic.

"Much academic competition for grades" was least important to students. While "high academic standards" and "intellectual atmosphere" were of importance to some students, these intellectual characteristics never approached the importance of a "good program". For

example, 43% of Trinity students looked for a good major program with a further 25% reporting that "high academic standards" were most important in the college attended.

#5. Greatest Life Satisfaction

Although responding students have previously indicated the importance of the college for acquiring of knowledge and techniques in a special vocational or interest field (Table 3), the greatest life satisfaction for the greatest proportion of students was to be found in marriage and a family. Depending on the college, this response was given by 17% - 30% of the students. The students from V.S.A. recorded a different set of values. While less than 5% responded "marriage and family", one half expected their greatest life satisfaction to be in "literature, art or music".

Generally speaking, a greater percentage of students were concerned with a "career or occupation" than with "improving life for others". Trinity students did not, however, follow this pattern. The greatest satisfaction in life for one quarter of them was not to be found in a career, profession, or "making money", but rather in family, religious beliefs, and improving the lives of others. Approximately 10% of students would expect to find satisfaction in "leisure".

#6. Importance in Terms of Personal Satisfaction While at College

Three quarters of students indicated that "course work in field of major interest" was a most important aspect of personal satisfaction while at college. This would seem to confirm a previously expressed view that attendance at college is to a large extent to acquire the knowledge and techniques required for a vocation (Question #3). Second only to this response in importance was "self-discovery, self-insight (discovery of new interests, talents, etc.)".

One third to two thirds of the respondents considered "course work in general" as very important. The vocational-technical colleges reported a greater proportion of students with this view.

V.S.A. students looked upon "individual study or research" as very important. Slightly over two thirds responded in this manner. Less than one half of the students in the other colleges felt this way.

"Getting acquainted with faculty" did not appear to be as important with todays college student as one might expect. This aspect was important to 90% of Trinity students, and to 60% - 80% of students at the other colleges. There was a sizeable percentage of students responding that faculty acquaintance was of some importance, but in colleges such as Camosun, Langara, and V.C.C. - S.P. over 40% indicated that faculty acquaintance was not important. This may be a reflection of the "newness" of Camosun and V.C.C. - S.P., and the largeness of Langara.

"Bull sessions with fellow students" were considered somewhat important for 40% - 50% of the students, and not important for a further one third. However, to Trinity students these sessions were of considerable importance with only 12% responding in the negative.

In this day of apparent increased student demand for a say in affairs in general, it was rather surprising to note that in the case of two thirds of the reporting colleges, over one half of the students replied that they did not expect "student government" to be important in their own personal satisfaction at college.

"Off-campus politics" were not important for from two thirds to three quarters of the responding students. Less than 10% looked upon political life as very important.

A greater percentage of students derived personal satisfaction from "athletics" than from "politics". Generally speaking, "athletics" was very important for 12% - 25% of the students and somewhat important to a further 25% - 50%.

The remaining categories also demonstrate the variation in responses between colleges. Again, an indication of important institutional differences began to emerge.

In the interest of making some manageable comparisons, Table 6-A shows the responses for the various items where personal satisfaction was considered as "very important".

#7. Program of Study Provided

In general, 60% - 80% of students felt that the college was able to provide the program of study they wanted, and less than 20% that it was not able to do. The greatest percentage of students who believed their college could provide the desired program was B.C.I.T. (84%).

15% - 30% were "not sure" whether their college could or could not provide the desired program. Nearly one third of the V.S.A. students were uncertain about this aspect.

#8. Expected at College

There was no doubt that students expected "good teaching". This was most noticeable at the B.C.I.T., Douglas, and Trinity where over 99% expected "good teaching", the largest percentage of students who felt that "good teaching" was not expected was reported from the three campuses of V.C.C.: Langara (6%), V.C.C. - S.P. (6%), and V.S.A. (8%).

While "good teaching" was expected by the vast majority of students, "good educational and vocational counselling" was expected by a smaller percentage. In fact, less than two thirds of V.S.A. students expected good counselling. The drop in counselling expectations for the other colleges was not as dramatic as for V.S.A., yet was less than for "good teaching".

Over 80% reported that they expected "opportunity for independent study". This was not so for V.C.C. - S.P. and for V.V.I. where only 77% and 71% responded in the affirmative.

Less than one quarter of V.V.I. students expected students to be "involved in political or social activities". Some of the difficulties in categorizing institutions will be noted here, when the other large vocational-technical institution, B.C.I.T., recorded nearly three quarters of the respondents indicating that they expected student involvement in the political and social area. Expected student involvement was not related to the size of the college as might at first be assumed. The majority of Trinity students (86%) looked for involvement, whereas a minority of V.S.A. students (41%) and V.C.C. - S.P. students (45%) expected this.

While a certain amount of student involvement was expected on all campuses, faculty involvement in "political or social activities" was not expected to the same degree. Where nearly three quarters of B.C.I.T. students had expected student involvement, just over one half looked for faculty involvement. Although a faculty concerned, in the main, with technical and vocational matters might show less interest in political or social activities, at least from the student point of view, it might be surmized that faculty on a "comprehensive" campus would be expected to be involved in these activities. This was not necessarily the case, especially for the four campuses of V.C.C., where the least faculty participation was expected of any college.

"Campus tolerance of different views, dress, etc." was expected by at least three quarters of the students at all colleges except the two major vocational-technical campuses, B.C.I.T. (37%), and V.V.I. (68%).

#9. Specific Knowledge of Individual College

It might be hypothesized that one measurement of the success of a college is the extent of knowledge that its clients have regarding their own institution. Twelve areas of "knowledge" concerning the individual institution are included in this question.

Trinity, B.C.I.T., and V.S.A. students appeared to have a greater knowledge of the "general philosophy of the college" than students from other colleges. The greatest percentage of students expressing no knowledge about the general college philosophy was reported for V.C.C. - S.P. (50%), and V.V.I. (46%). On the other campuses, "no knowledge" in this area was expressed by 25% - 40% of the students.

Generally speaking, a greater percentage of students knew "the number of students attending" the college than reported a knowledge of the college's philosophy.

The majority of students reported knowing at least a little about what is expected of a student as far as reading, written work, participation, discussion and thinking. From one third to one half reported they knew "a lot". Trinity students seemed to be the least certain as to what was expected along this line with one third indicating no knowledge in this field. A substantial percentage of Malaspina students (20%) also felt they had no knowledge of academic expectations.

There was considerable variation among the colleges as to the knowledge regarding the variety and extent of courses offered, but generally over 90% of students expressed at least some knowledge.

The ratio of required work to free electives was an unknown factor to some one third to one half of the respondents. This aspect was best known to V.S.A. students (89%). "The availability of specialized, independent courses of study" was an unknown factor as well, to approximately one third to one half of the students.

Considerable variation in the percentages of students indicating a knowledge of the "academic reputation of the school" was evident. Ninety-seven percent of B.C.I.T. students were aware of their institution's academic reputation, whereas at the newer colleges about 40% of students knew "nothing" about this.

The "professional quality of the faculty" was not as well known as it might be. At B.C.I.T. 82% of students indicated some knowledge of the faculty's professional quality. On the other hand, approximately 40% of Langara, Special Programs, and New Caledonia students reported no knowledge.

Considerable variation was found among the colleges as far as knowledge regarding the amount of individualized help from faculty was concerned. While 88% of Cariboo students indicated some knowledge on this matter, some 43% of V.C.C. - S.P. reported no knowledge.

With the exception of Cariboo college, where a majority of students (83%) are at least slightly aware of the opportunity for student-faculty contact, at least one quarter of the students recorded no knowledge on this aspect of college operation. However, the survey at Cariboo college was carried out later in the year than at the other institutions. The three major V.C.C. campuses recorded the largest percentage of students, approximately one half, with no awareness of student-faculty contact.

In all colleges, from one third to one half of the questionnaire respondents reported no knowledge of the "amount of competition for grades to be expected in relation to the other students".

While it is to be expected that students from institutions where "transfer" was not a concern, would have little knowledge of the "arrangements for transfer to other institutions", it was rather surprising to find that up to one third of the students in colleges, where transfer is an important factor, were not knowledgeable on this matter.

The areas where students reported knowing "nothing" about their institutions are shown in Table 9A.

#10 Important Factors in a College Instructor

Without exception, the majority of students reported that a college instructor should be knowledgeable in his subject area and also possess broad general knowledge. Students from fourteen colleges were nearly unanimous that skills and techniques of "teaching" were important in a college instructor. V.S.A. students were the exception, with 14% indicating this aspect as "not important" Approximately 80% - 85% of the students reported that it was at least "somewhat important" that the instructor should be a good "friend" to the student, and that he insist on assignments being completed on time. Nearly one half of the V.S.A. respondents felt that the completion of assignments on time was not of importance.

Approximately 40% of the students (80% for V.S.A. students) reported the "lecturing" method as not important. For the majority of students, calling the instructor by his "first name" was not important; however, the instructor was expected by most students to be able to encourage active student participation.

In the interests of making manageable comparisons, Table 10A identifies those areas considered as "not important" in a college instructor.

#11. Importance in Choice of College

While "teaching reputation" was at least somewhat important to over 90% of B.C.I.T., Columbia, and Trinity students, it was important to approximately 80% of the students in the remaining colleges. As would be expected, the research reputation of the colleges was not considered as important as the "teaching reputation". Students were not concerned with an "active political life" on the part of the college,

but did list a "friendly atmosphere" as of some importance when considering choice of a college. This latter point was particularly noticeable for Trinity students.

If the community colleges are helping to democratize higher education and enable a lower socio-economic class of student to attend, it might be expected that the lower cost of college attendance would be of importance in college selection. This was indeed the case for the public academic oriented colleges where at least one half reported low cost as very important.

A good athletic program was a consideration for 10% - 37% of the students, but to approximately three quarters of Capilano, Columbia, Okanagan, and V.V.I. students, and to 90% of V.S.A., athletics were not important.

One value of community college becomes apparent when it is noted that approximately three quarters of the public academic oriented college students responded that closeness to home was of some importance in college selection. This aspect was least important to Trinity students.

Selection of a college because a friend was going was unimportant to the majority of students, although approximately one third of Trinity students indicated this as of some importance.

The offer of financial aid was a very important consideration in the choice of a college for about one third of the students at Malaspina and New Caledonia. The offer of financial aid was least important to Capilano students with two thirds of them indicating it "not important". For the other colleges, between 40% - 60% reported the offers of financial aid as unimportant in college selection.

Over 60% of students checked "intellectual environment" as of some importance with a similar general distribution of responses for "emphasis on broad general program". A "great deal of academic competition" apparently played little part in the selection of a college for the majority of students; this was especially the case

for V.S.A. students where 80% reported this quality as not important.

With the exception of Trinity, students indicated that "parental advice" was not an important factor in college selection.

For the sake of comparisons, the percentages of "not important" responses are listed in Table 11A. It is readily seen that the "teaching reputation" and the "low cost" of colleges are the most significant positive features for college selection.

It is of some interest to note, from Table 11B, that, while over 90% of respondents reported that they expect "good teaching" at a college (Table 8) a somewhat lower percentage indicated the importance of "teaching reputation" when considering the choice of a college.

#12. Type of Classroom Assignments Preferred

For the most part, college students apparently prefer classroom assignments where the topics and approach are left up to them. However, the majority of students from B.C.I.T.(61%), Trinity (61%), Okanagan (56%), and V.V.I. (53%) indicated a preference for definite assignments.

#13. Essay Writing

Essay writing was not a popular activity for a considerable number of students. Generally speaking, less than 40% indicated a "like" of this method of instruction, while a further one third reported a "neutral" feeling. The greatest dislike of essay writing was expressed by V.S.A. students (48%).

#14. Choice Between Particular Activity or Grades

Students were asked to indicate their choice, if a conflict should arise, between making "superior grades" and participating in various other activities.

Up to three quarters of students believed "grades" would be chosen as more important than participation in extra-curricular activities, although V.S.A. students split 50-50 on this point. Students from all the colleges, reported "superior grades" as taking precedence over "dating". Although the earning of "superior grades" ranked ahead of having close friends at college, "friendship" was considered of more importance at certain colleges than others. For example, 43% of V.S.A. students reported the choice of "friends" over "superior grades". This was also the case for 35% of the Trinity students.

#15. Tuition Free Education

Less than one half of the students from thirteen of the colleges expressed the belief that "no student fee" education should include the two years of education beyond high school. A slight majority of Columbia and V.S.A. students responded that this post high school education should be "free". In general, 17% - 36% believed tuition free education should be "conditional on scholastic ability".

#16. Compulsory Student Society Fees

The compulsory payment of student fees was not popular with the majority of students. Less than one third of the respondents indicated that these fees should be compulsory. The highest percentages of students in favour of such payment were at Cariboo (32%) and B.C.I.T. (31%).

The four campuses of V.C.C. recorded the highest percentage of opposition to compulsory membership in the student society.

#17. Student Council Activities

Three quarters of students felt that student council activities should not be limited to "social affairs". They were nearly unanimous in reporting that all matters of general interest to college students should be persued by the council. There was not, however,

unanimity regarding council involvement in matters of general interest to the community, and no distinctive pattern emerged with students being divided fairly evenly on the issue.

#18. Campus Services

Occupational and academic counselling should definitely be campus services. This was the view of over three quarters of the students. Counselling for social problems, and provision for job placement counselling also ranked high.

"No need" for general health services was expressed by a varying percentage of students. In general, less than one quarter of students felt there was "no need" for this service. With the exception of colleges in the Vancouver City area, where one third indicated a "definite need" for dental care services, less than one fifth of the students expressed a need for such service.

Religious counselling was "definitely" a required service for 70% of Trinity students. Just over one half of the Langara students recorded that religious counselling should be "probably" or "definitely" provided. For the remaining colleges, an average of two thirds of students recorded no need for this.

The provision of psychiatric counselling was listed as somewhat more important than the provision of religious counselling and dental care. Although the percentages indicating "definite" and "probable" need for this service varied, the most prominent opinion on the need for psychiatric counselling was expressed by Langara students.

The "no-need" percentages from Table 13 have been summarized in Table 18A.

#19. Student Participation in Course and Academic Decisions

There was a lack of overwhelming enthusiasm on the part of the respondents for significant student participation in academic policy decisions such as course organization.

Approximately 40% - 50% felt there should be student participation. Roughly one third of the students were "not sure" if they should participate in such activities.

#20. Student Participation in "Course of Study" Decisions

Just over one half of V.V.I. students felt that students should have a greater say in choosing their subject areas, while over two thirds of the B.C.I.T. students believed that this should be a faculty decision. In most cases, students indicated a preference for greater choice of their subjects of study rather than letting this be entirely a faculty decision. This was particularly noted for V.S.A. respondents.

#21. Faculty and Administrative Nationality

Responses, for the most part, were fairly evenly divided on this issue, however, in ten of the fifteen campuses there was a preference that nationality play no part in the hiring of faculty and administration. This position was particularly noticed for Trinity, with nearly 80% indicating that nationality should not be an issue. A slight preference for Canadians was reported from B.C.I.T., Camosun, Douglas, Malaspina, and Selkirk.

#22. Consulted Regarding Attending College

In the interests of convenient comparisons, Table 22 was collapsed into Table 22A which indicates the percentages of students consulting various persons regarding attendance at college. For the most part, parents were consulted more than any other person. However,

at Capilano, Camosun, Langara, and V.C.C.-S.P., the college student services counsellors were the most often consulted. High school counsellors were frequently consulted but not quite to the same degree as college counsellors.

High school teachers and college instructors were sometimes consulted about college attendance, with less than 30% of students reporting high school teachers as a source of information and less than 25% reporting college instructors. Forty two percent of V.S.A. students, the highest percentage for any campus, consulted high school teachers.

Both former and present students were consulted by roughly 25% - 50% of respondents, with Trinity students relying most heavily on this contact for information.

Contact with Canada Manpower counsellors was the least mentioned, although a considerable percentage of V.V.I. students (35%), New Caledonia students (25%), Malaspina students (23%), and V.C.C. - S.P. students (21%) did report consultation with Manpower counsellors. Employers generally were consulted by no more than one tenth of students.

#23. Most Helpful Regarding College Attendance

Fairly large percentages of the students found none of the listed groups as helpful. From one quarter to one half of students did not respond to this question. Of those who did, the majority reported college student services counsellors as most helpful. In the case of Columbia and Trinity, the parent or guardian was listed as the most helpful.

#24. Importance in Decision to Attend College

"Low cost" was a very important factor in arriving at the decision to attend college for half the students from the public, academic oriented colleges. The "low cost" was of some importance to a further one third of students. "Low cost" was not a factor in the decision of 55% of Columbia's students.

"Closeness to home" was very important for students in colleges located some distance from the two major universities in the lower mainland of the Province. Distance, however, did not seem to be a major consideration to students enroling in vocational-technical institutions such as B.C.I.T., V.S.A., and V.V.I.

Availability of financial aid was of considerable importance in college selection for about one quarter of students at Malaspina, V.V.I., New Caledonia, and V.C.C. - S.P. For one half to three quarters of students at the other colleges, financial aid was not listed as being important.

Few students indicated that the selection of the college because of "many social activities" was somewhat important, and for the most part, 60% or more recorded this as of no importance. Trinity students were, however, an exception with nearly two thirds replying that social activities were at least somewhat important. While nearly 60% of this college's students also considered the opportunity to live "away from home" as important, this aspect was relatively unimportant to students in the other colleges.

Inability to "get into university" was of importance in the decision to attend college for from one quarter to one third of students. In the case of Columbia it was an important factor for about one half of them.

The percentages of students responding that these various aspects were not important in their decision to attend college are summarized in Table 24A.

#25. Importance of Receiving Good Grades

These results could be interpreted as indicating that the college student is fairly serious about his studies. Obtaining "good college grades" was considered as important by over 95% of respondents at all colleges except V.S.A. where only 72% responded in this manner.

#26. Importance to Complete College

In most cases, completion of college was viewed as important by at least ninety percent of responding students. V.S.A. responses were somehwat atypical with slightly over one quarter indicating that this was not important.

#27. Family Involvement in College Attendance

For 40% - 60% of the students, the importance of college was agreed on by both family and student. An exception, once again, was V.S.A. where less than one quarter indicated family agreement. In fact, 47% of V.S.A. students replied that none of the questionnaire responses applied. It may be assumed that in these cases, the student may not have had direct family connections. Less than 12% of students reported their family more eager than they for college attendance.

#28. Important in Life

With the one exception of V.S.A., "family affairs", "intellectual interests", and "recreation, hobbies", were considered as important in the life of the vast majority of students. "Artistic, cultural interests" were considered as very important by 94% of V.S.A. students. While New Caledonia students appeared the least concerned with the importance of "humanitarian ideals" in life, 93% of Trinity students responded that this aspect was of some importance.

"Financial interests" were looked upon as important to students, but not quite as important as the socio-intellectual interests previously mentioned.

Of least importance in life were "politics" and "religion" with some 40% or more responding that these were not important. The major exception, of course, was Trinity where three quarters of the students indicated "religion" as very important.

A summary of those items considered "not important" is given in Table 28A.

#29. Interest in National and World Affairs

The majority of students indicated a "moderate" amount of interest in national and world affairs. Capilano students reported the highest percentage of a "great deal" of interest in world affairs (28%). No interest at all in national and world affairs was expressed by 5% - 13% of respondents, with the greatest percentage of non-interest expressed by students of V.S.A.

#30. Move From Permanent Place of Residence

All colleges indicated that at least some of their students (typically 15% - 40%) moved from their permanent place of residence to attend college. Douglas reported the lowest (8%), while Trinity reported the greatest (77%).

#31. Distance of College from Permanent Place of Residence

Trinity students travelled the farthest from their permanent residence to attend college. Some two thirds travelled over 100 miles. It will be noted that some students at all colleges were over 100 miles from their permanent residence. The greatest percentage of students within ten miles of their residence were those at Capilano, where over 90% lived within ten miles of the college.

#32. On Campus Living Accommodation for Students

A large majority of students replied that colleges should provide living accommodation. The greatest percentage so reporting was from Trinity where 95% responded in the affirmative. Camosun students were the most unsure about this point with 16% replying in the negative and a further 34% replying that they were "not sure".

#33. Residence While at College

With the exception of Trinity, the greatest percentage of college students live at home with their family. This was especially so for Capilano (86%), and for Douglas students (85%).

Nearly 80% of Trinity students and 9% of Malaspina students live in student residences. For those not living at home or in a student residence, living in a room or apartment was reported by the greatest proportion. A very limited percentage reported living in a "commune"; the 8% from V.S.A. being the greatest.

A summary of various aspects regarding residence and attendance at college is contained in Table 33A. From this table, it is possible to make certain comparisons. In column one, data from Table 31 were used to calculate the percentage of students residing permanently over ten miles from the college. This distance was arbitrarily selected as the maximum convenient commuting distance. In column two, data from Table 30 were used to show the percentage of students who moved from their permanent residence in order to attend college. Column three contains data from Table 32 about the percentages of stucents who feel living accommodation should be provided by the college, while data from Table 33 were used in the fourth column to indicate the percentages of students living away from home.

#34. Political Philosophy

In general, about one third of students classed themselves as liberal or very liberal; about one third as non-political or undecided, about one quarter as moderate and less than ten percent as conservative.

#35. Program Taken at College

As was to be anticipated, almost all students at B.C.I.T. identified themselves as being on "career" programs; very few felt

that their particular program was "university transfer". Conversely, all university transfer students and almost all private college students claimed to be on academic programs. The percentages in the colleges, however, seemed to be related to whether or not amalgamation had occurred with vocational schools. Where such was the case (Malaspina, New Caldeonia, and to a lesser extent, Camosun and Cariboo), approximately half the students were "academic". In the other colleges, career program students compose a considerable minority. Response from Vancouver School of Art showed a high percentage of students on programs other than academic or career, while students at the Special Programs Division of Vancouver City College comprise a considerable percentage on "college preparatory" (high school completion) programs.

#36. Number of College Courses Taken

In this particular category there was considerable variation between the institutions. The current definition of "full time student" (five or more courses) and "part time student"(less than five courses) was applied to the results and the two categories summarized in Table 36A.

The universities, Trinity College, V.S.A. and B.C.I.T. reported almost all students as "full time". This was to be expected. At B.C.I.T. only students on the full-time (day) program were surveyed and not those on the part-time (night) programs. However, the variations among community colleges were remarkable and will require further investigation into the types of students responding to the questionnaire.

#37. Sex of Students

There seemed to be no identifiable pattern here. The reasons for the wide variation in the number of females at the public colleges (26.7% at Selkirk to 53.3% at New Caledonia) will be investigated.

Sex breakdown at universities was in the 50 - 50 range, but in most other instances men tended to form a majority.

#38. Age

In the interests of making manageable comparisons, this table (38) was collapsed into Table 38A which identified the first year college age students (16-19), the over 20-year-old group of mature students, and the high end of the mature scale (over 35). A rather remarkable percentage of "college age" students was found in the universities (e.g., U.B.C. 94%, Trinity 89.9%, and, to a lesser extent, Selkirk 76.7% and Capilano 71.6%). Conversely, high percentages of mature students were found in most of the other colleges, including Columbia. Worthwhile percentages of over 35-year-old students (i.e. over 5%) were found only in public colleges (Camosun, Capilano, Douglas, Malaspina, New Caledonia and V.C.C.). In this category, Okanagan College showed a remarkable 13.4%.

VI. CONCLUDING COMMENTS

1. The most interesting result of this aspect of the study is the apparently wide divergence of views, aspirations and goals held by students in the various colleges in British Columbia. Although certain differences were to be anticipated, such as those existing between students at B.C.I.T. and the Vancouver School of Art, there were also very different responses to many questions from colleges which appear to attract reasonably homogenous groups of students. For example, whereas only 11.9% of students at Douglas College indicated that their immediate plan after college was to seek a full time job, the corresponding figures from Malaspina and New Caledonia were 32.5% and 37.6% respectively. The reasons for these wide differences are, to this point, not explainable.

2. Students enrolling at highly vocationally oriented institutions, such as B.C.I.T. and Vancouver Vocational Institute, indicated a reasonably consistent uniqueness, when compared to other institutions. Students at these colleges were definite in their goals and seemed clear as to their choice of college and the reason for attending. Students at the majority of the comprehensive colleges were more at the "undecided" stage, in many respects.

3. Together with the obvious differences among the institutions there was a wide divergence in views on certain questions within the colleges themselves. This observation indicates the breadth of the challenge to the colleges in attempting to meet the expectation of the diverse student bodies which are attending the colleges at this time.

4. The responses to other questions indicated another important factor. There are, apparently, issues on which student opinions are "universal". It is important for colleges to take cognizance of their views. For example, a high majority of students look for good teaching,

independent study opportunity and faculty who are competent in their subject area, in their choice of colleges. On the other hand, athletics, student life and political activity rate considerably lower on students' priorities.

5. The survey showed evidence of certain viewpoints which might not have been anticipated. Certain questions were deliberately included in the questionnaire to test the validity of what might be called the "general consensus" about contemporary student opinion. Examples of these questions include those related to preferences in hiring practice (Question 21); student views on their freedom to determine course content (Question 20); and the role of students in college governance (Question 19). Results showed that student opinion was very widely spread on these issues and percentages varied considerably among the colleges.

6. Preliminary examination of the student responses from the private colleges indicated certain fundamental differences between them and the public institutions. However, it is also appropriate to add that the two private colleges indicated certain important differences between themselves.

7. In conclusion, it might be said that the results of this study invite the most careful scrutiny from those involved in college development and planning. Administrators need to be informed of student views and expectations in the college to which their responsibilities lie. Changes in policy and planning seem indicated by this study. Students appear to be surprisingly ill-informed as to what colleges presently offer and it seems that the public relations role of colleges might be re-assessed. As educational opportunity is expanded, an increasingly varied student population will

take advantage of it. This variety is reflected, not only in age, academic background and socio-economic status, but in the views, hopes, ideals, aspirations and goals of these students. More than ever before, colleges will be challenged to attain their objectives of meeting the varying needs of students from a diverse and cosmopolitan society.

VII. TABULATION OF RESPONSES

Responses to each question in the Opinion Questionnaire of Post-Secondary Students are tabulated on the following pages. Each table deals with a single question: however, a question may extend over more than one page if there are many response options (e.g. Table 6). A summary table (e.g. Table 6A) sometimes follows.

Tables are numbered to correspond with the question numbers in the Opinion Questionnaire, and the text of each question, as worded in the Survey, is written at the top of the table.

The figures in each table indicate the percentage of responses to each response option, based on the total number of positive responses to that question. Non-responses, if any, are shown in the extreme right column of each table, headed "N.R.", and represent the percentage of non-responses to each question out of the total number of questionnaires returned by each institution. Thus, for a particular question and a particular campus, the figures under the available response options (excluding N.R.) total 100 percent.

The enrolment figures shown on page 39 were reported by the colleges as of 31 October, 1971. Estimating enrolments at institutions such as the Vancouver Vocational Institute and Vancouver Special Programs Division (both part of the Vancouver City College complex) is particularly difficult. Most students there are on short-term, part-time programs which begin and end at various times throughout the year, so that it is not possible to state exactly how enrolment should be defined.

The percentage figures in the right-hand column are based on the total first year enrolment, although in certain cases, as a matter of practicality, no attempt was made to survey all students enrolled in first year. For example, at B.C.I.T. only students on

the day programs, who are largely full-time were surveyed, and not the part-time night program students. In the case of Langara students, only those students, both full-time and part-time, who had enrolled at the college for the first time in the fall semester, 1971 were surveyed.

OPINION QUESTIONNAIRE

OF POST SECONDARY STUDENTS

NAME .....

OR

STUDENT NUMBER .....

COLLEGE .....

DATE .....

Please place an "x" or "✓" in the box beside your answer.

IGNORE ALL NUMBERS. They are for coding purposes only.

ABOUT THIS QUESTIONNAIRE . . .

This questionnaire is part of a research study of community colleges in B.C. The purpose of the study is to find out how well the college system is relating to the needs and expectations of college students and also to the needs and expectations of the community. It is trying to get a better idea of the impact of colleges on the whole field of education beyond secondary school level. It wants to take an honest look at what students in colleges are really like, and what they feel about themselves and their education. It also hopes to discover whether or not a wide variety of people from all segments of the population are being attracted to community colleges, and if not, who is.

The gathering of facts like these should mean that a much more realistic kind of information can be used in planning for the future.

The colleges and the students attending them will gain the most from this research, so we beg your patience in answering these questions.

This study is financed by a grant from the Donner Canadian Foundation and is being carried out by researchers from the University of B.C. and from B.C. Research (an independent, non-profit organization).

① (10)

1. What is the highest level of education that you expect to attain during your lifetime? Check one only:

One or two years of college	☐ 1	(11)
Vocational or technical diploma not demanding four years of university	☐ 2	
Bachelor's degree	☐ 3	
Teaching certificate	☐ 4	
Master's degree	☐ 5	
Ph.D	☐ 6	
Professional degree (law, medicine, dentistry)	☐ 7	
I have no idea	☐ 8	

2. At present, what are your plans after leaving college? Check one only:

Get a full-time job	☐ 1	(12)
Undecided between work and further education	☐ 2	
Business or trade school	☐ 3	
Go to university	☐ 4	
Get married and stay home	☐ 5	
Job and education at same time	☐ 6	
Other	☐ 7	
No definite plans right now	☐ 8	

3. Which one of the following objectives of attending college do you consider most important and which one seems to you least important? Check two only:

	Most important	Least important	
To acquire certain knowledge and techniques applicable to my vocation or field of special interest	☐	☐	(13)
To acquire and use the skills and habits involved in critical and constructive thinking	☐	☐	(14)
To attain a satisfactory emotional and social adjustment	☐	☐	(15)
To develop a broad general outlook and familiarity with a variety of subjects	☐	☐	(16)
To acquire knowledge and attitudes basic to a satisfying family life	☐	☐	(17)
	1	2	

4. Which of the following do you believe is most important in the college you attend? Check one only:

Much academic competition for grades	☐ 1	(18)
High academic standards	☐ 2	
Intellectual atmosphere	☐ 3	
Reputation for new ideas and new techniques	☐ 4	
Good program in major area of study	☐ 5	

5. In which one of the following activities would you expect to find your greatest life satisfaction? Check one only:

Career or occupation	☐ 1	(19)
Profession	☐ 2	
Making money	☐ 3	
Marriage and family	☐ 4	
Leisure time activities	☐ 5	
Religious beliefs/activities	☐ 6	
Improving life for others	☐ 7	
Literature, art, or music	☐ 8	
Not listed	☐ 9	

6. How important do you expect the following to be in terms of your own personal satisfaction while at college? Check one for each item:

	Very important	Somewhat important	Not important	
Course work in general	☐	☐	☐	(20)
Course work in field of major interest	☐	☐	☐	(21)
Individual study or research	☐	☐	☐	(22)
Getting acquainted with faculty members	☐	☐	☐	(23)
"Bull-sessions" with fellow students	☐	☐	☐	(24)
Student government	☐	☐	☐	(25)
Off-campus politics	☐	☐	☐	(26)
Athletics	☐	☐	☐	(27)
Other student activities	☐	☐	☐	(28)
Parties and social life	☐	☐	☐	(29)
Individual artistic or literary work	☐	☐	☐	(30)
Self-discovery, self-insight (discovery of new interests, talents, etc.)	☐	☐	☐	(31)
	1	2	3	

7. Is the college able to provide a program of study that you want? Check one only:

Yes	☐ 1	(32)
No	☐ 2	
Not sure	☐ 3	

8. Do you expect to find the following at this college? Check one for each item:

	Yes	No	
Good teaching	☐	☐ 1	(33)
Good educational and vocational counselling	☐	☐ 2	(34)
Opportunity for independent study	☐	☐ 3	(35)
Students involved in political or social activities	☐	☐ 4	(36)
Faculty involved in political or social activities	☐	☐ 5	(37)
Campus tolerance of different views, dress, etc.	☐	☐ 6	(38)
	1	2	

9. How much in each of the following areas do you know about the college you are attending? Check one for each item:

	A Lot	A Little	Nothing	
General philosophy of the college	☐	☐	☐	(39)
The number of students attending	☐	☐	☐	(40)
What is really expected of a student as far as reading, written work, participation in discussion and original thinking are concerned	☐	☐	☐	(41)
Variety and extent of course offerings	☐	☐	☐	(42)
The ratio of required work to free electives	☐	☐	☐	(43)
The availability of specialized, independent courses of study	☐	☐	☐	(44)
The academic reputation of the school	☐	☐	☐	(45)
The professional quality of the faculty	☐	☐	☐	(46)
The amount of individualized help from the faculty on academic matters	☐	☐	☐	(47)
The extent of informal student-faculty contact, opportunity to get to know the faculty personally, etc.	☐	☐	☐	(48)
The amount of competition for grades to be expected in relation to the other students	☐	☐	☐	(49)
The arrangements for transfer to other institutions	☐	☐	☐	(50)
	1	2	3	

10. When you think of a college instructor, how important is each of the following to you? Check one for each item:

	Very Important	Somewhat Important	Not Important	
Knowledgeable in own subject area	☐	☐	☐	(51)
Broad general knowledge in all related fields	☐	☐	☐	(52)
Possesses the skills and techniques of "teaching"	☐	☐	☐	(53)
Is a good "friend" to the students	☐	☐	☐	(54)
Insists on assignments completed on time	☐	☐	☐	(55)
Conducts his course basically as a lecture	☐	☐	☐	(56)
Requests that students call him by his first name	☐	☐	☐	(57)
Encourages active student participation in class	☐	☐	☐	(58)
	1	2	3	

11. When considering choice of a college, how important were the following? Check one for each item:

	Very Important	Somewhat Important	Not Important	
Teaching reputation	☐	☐	☐	(59)
Research reputation	☐	☐	☐	(60)
Active political life	☐	☐	☐	(61)
Friendly atmosphere	☐	☐	☐	(62)
Low cost	☐	☐	☐	(63)
Good athletic program	☐	☐	☐	(64)
Close to home	☐	☐	☐	(65)
Friend going	☐	☐	☐	(66)
Offers financial aid	☐	☐	☐	(67)
Intellectual environment	☐	☐	☐	(68)
Great deal of academic competition	☐	☐	☐	(69)
Emphasis on broad general program	☐	☐	☐	(70)
Parental advice	☐	☐	☐	(71)
	1	2	3	
			⑤	(10)

12. Do you prefer classroom assignments which are definite or ones in which things are left largely or completely to your own initiative? Check one only:

Prefer definite assignments	☐ 1	(11)
Prefer assignments where topics and approach, etc., are left up to me	☐ 2	

13. How do you feel about writing essays? Check one only:

I very much dislike it	☐ 1	(12)
I dislike it somewhat	☐ 2	
I have neutral feelings about this	☐ 3	
I like it somewhat	☐ 4	
I like it very much	☐ 5	

14. If you had to choose between making superior grades or engaging in a number of activities (see below), which would you choose? Check one in each pair:

Participating in extra-curricular clubs, teams, interest groups, etc.	☐ or grades	☐	(13)
Having as many dates as I want	☐ or grades	☐	(14)
Having close friends on campus and spending as much time with them as I want	☐ or grades	☐	(15)
Expressing my true feelings, ideas or knowledge even when they contradict the instructor's	☐ or grades	☐	(16)
	1	2	

15. Public education without a tuition fee is provided in B.C. from Kindergarten to Grade 12. Should such (no student fees) education be extended to include two years of education beyond high school? Check one only:

Yes	☐ 1	(17)
No	☐ 2	
Conditional on scholastic ability	☐ 3	
Not sure	☐ 4	

16. Should student enrolment at college include compulsory student society fees? Check one only:

Yes	☐ 1	(18)
No	☐ 2	
Not sure	☐ 3	

17. Should Student Council activities involve the following? Check one for each item:

	Yes	No	
Student social affairs only	☐	☐	(19)
All matters of general interest to college students	☐	☐	(20)
All matters of general interest to the community	☐	☐	(21)
	1	2	

18. Should the following services be available to students on the college campus? Check one for each item:

	Definitely	Probably	No Need	
Occupational counselling	☐	☐	☐	(22)
General health services	☐	☐	☐	(23)
Counselling for social problems	☐	☐	☐	(24)
Job placement centre	☐	☐	☐	(25)
Dental care	☐	☐	☐	(26)
Religious counselling	☐	☐	☐	(27)
Psychiatric counselling	☐	☐	☐	(28)
Academic counselling	☐	☐	☐	(29)
	1	2	3	

19. Should students participate significantly in the content and organization of courses, academic policy decisions and matters of this sort? Check one only:

Yes	☐ 1	(30)
No	☐ 2	
Not sure	☐ 3	

20. Which one of these statements comes closer to your own view? Check one only:

Students should be given very great freedom in choosing their subjects of study and in choosing their own areas of interest within those subjects	☐ 1	(31)
There is a body of knowledge to be learned, and the faculty is more competent than the student to direct the student's course of study, through required courses, prerequisites, and the like	☐ 2	

21. With reference to the hiring of college faculty and administration, which of the following do you regard as more important? Check one only:

Nationality should play no part in employment consideration	☐ 1	(32)
Canadian persons of ability should be given employment preference	☐ 2	

22. Did you consult the following about attending college? Check one for each item:

	Yes	No		
Parent or guardian	☐	☐	1	(33)
High school teacher	☐	☐	2	(34)
High school counsellor	☐	☐	3	(35)
College student service counsellor	☐	☐	4	(36)
College instructor	☐	☐	5	(37)
Former student of the college	☐	☐	6	(38)
Present student of the college	☐	☐	7	(39)
Canada Manpower counsellor	☐	☐	8	(40)
Employer	☐	☐	9	(41)
	1	2		

23. Which one of the above did you find most helpful? Check one only:

Fill in the appropriate number (1-9) from Question 22 above	☐	(42)
Check if none were helpful	☐ 1	(43)

24. How important were the following in your decision to attend this college? Check one for each item.

	Very Important	Somewhat Important	Not Important	
Low cost	☐	☐	☐	(44)
Close to home	☐	☐	☐	(45)
Scholarship or financial aid available	☐	☐	☐	(46)
Many social activities	☐	☐	☐	(47)
Permit you to live away from home	☐	☐	☐	(48)
Could not get into university	☐	☐	☐	(49)
	1	2	3	

25. How essential is it that you receive good college grades? Check one only:

Very important	☐ 1	(50)
Somewhat important	☐ 2	
Not important	☐ 3	

26. How important is it that you complete college? Check one only:

Very important	☐ 1	(51)
Somewhat important	☐ 2	
Not important	☐ 3	

27. Which of the following statements is most nearly correct in your case? Check one only:

My family is more eager than I am for me to attend college	☐ 1	(52)
My family and I are agreed on the importance of college for me	☐ 2	
I am more eager than my family is for me to attend college	☐ 3	
None of the above is appropriate in my case	☐ 4	

28. How important in life do you expect each of the following areas to be for yourself? In this case, "important" means there is interest and concern, regardless of actual time devoted to it. Check one for each item:

	Very Important	Somewhat Important	Not Important	
Artistic, cultural interests	☐	☐	☐	(53)
Community activities	☐	☐	☐	(54)
Family affairs	☐	☐	☐	(55)
Financial interests	☐	☐	☐	(56)
Humanitarian ideals	☐	☐	☐	(57)
Intellectual interests	☐	☐	☐	(58)
Politics	☐	☐	☐	(59)
Recreation, hobbies	☐	☐	☐	(60)
Religion	☐	☐	☐	(61)
Sports, athletics	☐	☐	☐	(62)
Vocational pursuits	☐	☐	☐	(63)
	1	2	3	

29. About how much interest would you say you have in national and world affairs? Check one only:

A great deal	☐ 1	(64)
A moderate amount	☐ 2	
None at all	☐ 3	

30. In order to attend college, did you move from your permanent place of residence? Check one only:

Yes	☐ 1	(65)
No	☐ 2	

31. How far is the college you are attending from your permanent place of residence? Check one only:

Less than 2 miles	☐ 1	(66)
2-5 miles	☐ 2	
5-10 miles	☐ 3	
10-20 miles	☐ 4	
20-50 miles	☐ 5	
50-100 miles	☐ 6	
More than 100 miles	☐ 7	

32. Should colleges provide living accommodation for those students who prefer to live on campus? Check one only:

Yes	☐ 1	(67)
No	☐ 2	
Not sure	☐ 3	

33. Where is your residence while at college? Check one only:

At home with family	☐ 1	(68)
In a student residence	☐ 2	
With relatives	☐ 3	
Away from home in room or apartment	☐ 4	
Commune	☐ 5	
Crash	☐ 6	
Some place not mentioned here	☐ 7	

34. How would you describe your political philosophy, without regard to any party affiliations? Check one only:

Very liberal	☐ 1	(69)
Liberal	☐ 2	
Moderate	☐ 3	
Conservative	☐ 4	
Very conservative	☐ 5	
Non-political	☐ 6	
Don't know	☐ 7	

35. Program taken at college. Check one only:

Academic (university transfer)	☐ 1	(70)
Academic (general education)	☐ 2	
Career (technical, vocational)	☐ 3	
College preparatory	☐ 4	
Other	☐ 5	

36. Number of college courses you are currently taking. Check one only:

One	☐ 1	(71)
Two	☐ 2	
Three	☐ 3	
Four	☐ 4	
Five	☐ 5	
Six or more	☐ 6	

37. Sex:

Male	☐ 1	(72)
Female	☐ 2	

38. Age:

16-17	☐ 1	(73)
18-19	☐ 2	
20-24	☐ 3	
25-34	☐ 4	
35-44	☐ 5	
Over 44	☐ 6	